The Educational Weekly.

The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL,
JEREMIAH MAHONY, } EDITORS.

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CHICAGO, ILL., MAY 29, 1879.

Editorial.

Supt. Kiddle has resigned. If he had waited till our article in the last WEEKLY reached New York, his back-bone would have been so stiffened as to make him reject with scorn the idea of resigning.

The great, prosperous, progressive, and magniloquent city of Chicago is now four months in arrears for pay to the public school teachers. How some of them manage to live is a mystery; how one of them would live but for the marked success of the WEEKLY would be a mystery also.

There is a rumor that somebody heard that somebody else said that it was mentioned that the comptroller was about to foot up the expenses of the several city departments for last year, and that *then*, after consulting the law department, the authorities would begin to meditate upon the method of issuing scrip. Scrip! Anything! Shin-plasters, buzzard dollars, postage stamps, peltries, wampum,—anything convertible or inter-convertible, so that it is pay! The teachers, the thousand hungry, ragged, carfareless, shoeless, tireless, patient,—everything but saucy—teachers, are a unit on the currency question. Their platform is, *We want it!*

The report of the St. Louis public schools for 1877—78 has reached us. It contains the course of study. The chief characteristic of the latter is diffuseness. The English course alone covers 58 pages. The course of oral instruction is simply monstrous. The items of this course fill four pages. The following are heads:

FIRST YEAR or GRADE,—Plants, or outlines of Botany.

SECOND YEAR or GRADE,—Animals, or outlines of Zoölogy and Physiology.

THIRD YEAR or GRADE,—Elements of Physical Nature.

FOURTH YEAR or GRADE,—Botany, more systematically studied. (One-half a page of specifications!!)

FIFTH YEAR or GRADE,—Zoölogy, Physiology, and Hygiene.

SIXTH YEAR or GRADE,—Physics and Astronomy.

SEVENTH YEAR or GRADE,—Outlines of Physical Geography.

EIGHTH YEAR or GRADE,—Outline of Natural Philosophy.

The specifications for drawing fill 12 pages. We pity the pupils of the St. Louis public schools. That's all.

Mr. S. H. White, formerly principal of the Brown school, Chicago, and one of the fathers of the public school system of this city, has resigned his position of principal of the Peoria, Ill., Normal School, and with him his whole corps of teachers. The occasion of this step was the reduction of the appropriation for their salaries below the amount which self-respect would allow them to accept. Good for Mr. White! He and his able assistants can obtain positions anywhere; but it remains to be seen what kind of riff-raff the Peorians will get to fill their places. This action of the Peoria Normal faculty is a salutary sign. It bodes that the time will come when teachers as well as the members of other callings will assert their rights, proclaim their self-respect and independence even to the extent of *striking* against unreasonable and penurious rates of salary. Teachers should have a trades union or a series of them, with close organization designed for self-protection and mutual assistance and defense.

It is continuity of action, perseverance in a certain line of conduct, that builds up character. Character is not spontaneous; it does not burst forth upon the world like Minerva issuing full-armed from the head of Jupiter. It is both a structure and a growth. Subjectively it is a structure, built up by the conscious will of the builder. Objectively it is a growth, influenced by its original roots and environment. It may be affected by inherited tendencies, but it is principally the result of continuity in a given line of action.

From this principle springs the great necessity for school training and the quiet influence and potency of the school. The habits of punctuality there acquired, the regular and methodical recurrence of tasks and recreations, the prescribed intervals of speaking and of silence, the voluntary control of the faculties, the compulsory curbing of the feelings, instinct, passions, and volatile sentiments—all this is what makes character in the child and furnishes its foundation for the man.

There are, it is true, exceptional cases and peculiar circumstances. There are the self-complacent and pompous specimens of self-made men. But, if we mean to stand by civilization, refinement, and high intelligence,—to ascertain extent, regardless of material accumulations,—we must accept and preach and promulgate the doctrine that mental capacity, character, and discipline are from the school, are of the school.

The *Scientific American* copies from *Appleton's Journal* with great relish an article in which the "discipline of education" is covertly and ingeniously depreciated. The article allows that a young nobleman beyond the need of self-support may with profit be sent to college that he may not fall into loose and idle mental habits. "College training is with him the only thing that will teach him to govern his desires, to concentrate his attention, and bring his mind under the control of his will." But the writer argues in the case of those whose circumstances compel them to toil for a living, that it is the continuous daily labor, and not any educational preparation, that enables them "to hold themselves well in hand," so that the "classification does not distinguish between educated and uneducated men, but between working and and non-working men."

It is amusing to observe scientific men belittle the value of classical study and college discipline. Instead of labor giving mental discipline to the end that men may concentrate their faculties and control their will, we hold that it is education that gives the discipline, concentration, and continuity which enable men to pursue a diligent and industrious course, whether it be one of high mental effort or hard manual labor. Moreover, such arguments as the above prove too much. If the college is not a powerful agent of mental discipline, surely the academy is not, and much less is the common school. If labor is the source of mental strength, it should follow that those who labor hardest should have the greatest mental power, so that intellectual capacity would be graded in the ascending scale of wood-choppers, coal-heavers, stevedores, and hod-carries. Then mental force and acumen would not be the possession of the learned professions, but rather of the tin-pail brigade.

Charles Dickens quite effectually disposed of the familiar couplet beginning "Early to bed and early to rise," by pointing out the physical perfection, opulence, and philosophical attainments of milk-men, chimney-sweeps, and market-gardners, and we have but to cast our eyes about to appreciate the force of the assertion that not education but labor cultivates mental discipline.

THE GREAT PHYSICAL FORCES.—II.

NEW AND ORIGINAL THEORIES.

THE aërial ocean at the bottom of which we live is more vitally important than has been heretofore dreamed of in human philosophy. Its intangible, vital principle is vito-magnetic in character, and may be called *static* in the atmosphere as it is *active* in the solar cone-space. Its conditions vary as positive, negative, and neutral; these variations taking place with marvelous rapidity, and existing in the greatest contrast during the extremes of atmospheric temperature, thirteen in summer to one in winter, degrees which are qualitative rather than quantitative.

This fluid is the vital principle upon which all life, animate and inanimate, depends. The relations which the known constituents of the atmosphere bear to this fluid may not at present be estimated. The vito-magnetic principle forms the bulk of the atmosphere, and upon it depend the chief functions of life. It is even more vital than oxygen.

The process of induction has been a mystery in electrical science. Magnetic currents are known to act upon bodies close together, and to indue such bodies with magnetic force. The medium of communication is the static fluid of the atmosphere; the phenomenon is the result of nature's effort to restore an equilibrium; and recent experiments have demonstrated that magnetic communication may be made through ten miles of space, without visible means of conduction. Wonderful exhibitions of this have been recently observed in telephonic experiments, where the music of one performance was heard at the terminus of a different line, though the wires were at no point less than ten feet apart. It is the vito-magnetic element that renders the atmosphere responsive and sympathetic. Nothing else has so intimate relations with animal and vegetable life and growth. It is the inherent *virtue* of the atmosphere. Among its visible manifestations are linear lightning, ball lightning, the flash with reverberations, heat lightning, the aurora, frictional or mechanical, magnetic, vital, St. Elmo's fire, the exaggerated wave, the phenomena of snow, rain, and fog, sunlight and sunheat, zodiacal light, the corona, etc.

The theory that the atmosphere is a mechanical mixture and winds a mechanical disturbance is insufficient to account for all the phenomena observable. Wind, mediately, is air moving, but, causatively and immediately, it is the action of the magnetic fluid. In the interplay of that subtle fluid is found the key to the theory of winds. This power in full magnitude may spring instantaneously into action and as instaneously cease. In viewing the earth and atmosphere as vast reservoirs of vito-magnetic fluid, we believe we detect the cause of currents and counter-currents, currents general, and special, and all the more extraordinary and unaccountable phenomena. The changes in the magnetism of the earth and atmosphere give rise to currents. These changes are developed in variovs forms:

1. The general and wide spread perturbations within the body of the earth.
2. The interruptions of continuity of the solar currents, as in the phenomena of sun-spots.
3. The effects of the interruption of the sun's rays by clouds.
4. Purely local changes and magnetic action.

Flammarian says, "The whirling column of air is caused and set in motion by electricity." Then why may not other forms of wind be produced by the same force? Peltier has established that waterspouts are electrical phenomena. The hurricane in the Barbadoes in 1831 gave ample evidence of electrical origin. The lightning played for hours between the earth and the clouds. The moment it ceased the hurricane burst forth, the winds changing their course frequently and almost instantaneously, during its progress. In another hurricane the wind blew for twelve hours from the northeast; then for an hour there was perfect calm, when instantaneously, the wind sprang up with tremendous force from the southwest. In another the persons caught in it were invisible to each other, and after it was over they found their finger-nails black, and they remained so for five weeks. The experience of aëronauts goes to show that the atmosphere is traversed by numerous currents of air flowing in different directions and at different heights. In the tornado at Natchez in 1840 the houses, instead of blowing over, *exploded*, in cases where the doors and windows were shut. In the case of many whirlwinds currents of air shoot up through the chimneys, and miners observe that when tempests are impending there are strong ascending currents; showing that a vacuum rather than a pressure exists. It is experimentally true that wind can be produced by electricity escaping from a pointed rod attached to the electrical conductor, and flags have been observed to stream upward and even against the direction of the wind, under the influence of an approaching and passing cloud. And again, there has been observed a wind

within a wind. The above plainly indicate magnetic origin and power. If winds were due to simple mechanical causation, such phenomena could not occur. Electricity then is not loose and wandering, but has close and sympathetic relations with the earth force, and is the invisible hand which holds and manages the grosser elements of the atmosphere.

Sun-spots are caused by magnetic perturbations within the body of the sun, which make the transmission of light of unequal force and brilliancy. A patch of light may be dark compared with surrounding light of greater brilliancy. Magnetic storms occur within the crust of the earth, which sway the needle; in like manner, may we not suppose that similar perturbations occur within the sun, affecting the transmission, or interrupting the development of the light-producing fluid? Or a force in operation at the earth that would interfere with the inter-communication of light would be disclosed to us in decreased brilliancy of the sun in the line of direction of the disturbing force in the solar cone-space. So a sun-spot may be no spot at all, but an optical illusion. Nevertheless these occurrences have a noticeable effect on winds, vegetation, and healthfulness on the earth.

The wave-theory of sound must be abandoned. Sounds are produced by force expended on the magnetic principle of the atmosphere, as is evident from recent experiments with the telephone, which show that sound may be communicated through hundreds of miles of space without occupying any appreciable length of time, just as in the case of any other action of the magnetic current.

In the telegraph the action is more intense. In the telephone wire we have an *affection* of the fluid; in the telegraphic wire, a *pulsation*.

The effect of these theories will be to do away with the nebular hypothesis, which should have been dropped as soon as the nebulæ were resolved into clusters of stars. The attempt to measure the velocity of light must also be discontinued, since, if the most distant visible fixed star were annihilated, its light would be seen no more forever. No sun-light or sun-heat is disclosed except in the direction of other spheres. The earth receives what is due to it, and an interchange is constantly taking place.

The normal action of this fluid principle of the universe in the human body is health; its abnormal action, disease; its interruption, death. Meteorological influence is not *a* power but *the* power over the health of the human system. Nothing is lost in the grand cosmical circuit. Cold is the opposite electrical condition to heat; for the same element that signalized its entrance at the earth's more central regions as heat, signalizes its departure along the earth's polar extremities as cold.

BIOGRAPHICAL SKETCH OF A. W. GRUBE.

Prof. Louis Soldan, St. Louis Normal School.

August Wilhelm Grube, the well-known writer on educational subjects, was born in Wernigerode, Germany, Dec. 17, 1816. He attended the Latin High School, or Lyceum, of his native city from 1825 to 1832, and later the Normal School at Weissenfels. In 1840 he accepted a position as tutor in the family of a prominent German nobleman, and continued to hold similar positions in Germany and Austria until 1866, when he withdrew from the practical exercise of his profession, and devoted his time entirely to literary work. He is now living at Bregenz. His earlier books are intended for the use of teachers and are exclusively of professional character. They treat chiefly of methods of instruction, and give abundant proof of the great impression produced on his mind by the study of Hegelian Philosophy which, at that time, had given such a marvelously strong impulse to the literature and science of Germany. Grube's Arithmetic was published in 1842; the introductory essays belong to the deepest class of pedagogical literature, and show more than any other of his writings the results of his philosophical studies. These essays treat of the following subjects: 1. The ethical work of school and instruction. 2. The ethical and moral importance of Primary Instruction and of Instruction in Arithmetic. 3. The Method of Primary Instruction in Arithmetic.

The language in these writings is burdened with the heavy technical terminology of the then pervailing philosophical school, but, whoever masters this difficulty will be rewarded by the thoughts which they contain. The following is a specimen of the style and spirit of the essay first mentioned:

"From what has preceded, it appears that home-life and school life must not be made to form an abstract contrast. It is true enough that school-life separates the child," (for the length of a session) "from family life, and thus cancels the latter for a brief space of time; school-life negates the one-sidedness of family life in the interest of ethical development. But looking at it differently, we may say with the same justice, family life is not cancelled, but rather strengthened and continued by school-life, as it forms an active element of the latter. School-life without the element of family life would lack its essential ethical basis. Both have the same ethical idea in common, but this difference is nevertheless well marked; family life stands to school-life in the relation of the particular to the general, of private to political life. In school the youth rises above the limits of his existence as a single individual, and becomes a member, an organ, of a community or organism. He renounces his particular self, his social position, his caprice and arbitrariness, his physical and intellectual peculiarities, in order to live no longer for himself, but also for others. As a member of the organic body of a school-community he can exist under the condition that he raises his subjective life to the level of the objective life of the ethical association with others. In the aims of school-life he must find his own aims. The objective spirit of life in common with others evinces its absolute power over the new pupil in the feeling, immediately present in his mind, of an imposing force, which is strong enough to subdue his own Ego as such. His future ethical freedom, which he is gradually to achieve by education, is reflected in the binding necessity of school-laws." . . . . . "No private tuition, although it be of the best kind, can supplant school instruction. Those parents who think they can benefit their children by substituting the former for the latter, do so to the detriment of ethical culture. It is to be regretted that the crude view of education prevails still, which holds that the value of instruction depends on the quantity of things learned."

During the later period of his life Mr. Grube has paid much attention to the study of Geography, History, and Natural Science, and has written a number of widely-circulated works which are designed to popularize those studies. While his first works were written for teachers and for the school-room, his later works are written for the family circle, and are the delight of German boys and girls. Looking upon the whole of the literary efforts of this author, three different classes of works may be distinguished: 1. The discussion of general educational questions, (Works, Primary Instruction as a system, 1851; Pedagogical essays and critiques, 1860, 2d series 1871.) 2. Methods of Instruction, (Guide for Primary Instruction in Arithmetic, 1842, 4th edition, 1865.) 3. Popular books on Natural Science, Geography, and History, written for youths, (Characteristic Selections from History and Story, (14th edition, 1871); Typical Scenes of Geography, 3 vols., 1866; Animal Biographies, 4 vols., 1874; Pictures and Scenes from Nature and Life, 4 vols., 1874; Biographical Miniatures, 2 vols., 1869; Rambles in the Alps, 2 vols., 1874).

A FEW REFLECTIONS ON THE TENDENCIES OF THE TIMES.*

MISS ERNESTINE MERGLER, Austin, Ill.

THE ideal of the world changes. The minstrel has had his day; the crusades have swept over all Europe, exciting the young and old alike; the love of military glory has produced its Napoleon. The present time is sick with longing for material and intellectual glory. The love of material pomp is verified by the common attempt to keep up the appearance of wealth where it does not exist, even at the expense of integrity. Men forget the ignominy of depriving creditors of their just dues for the sake of a little show. Luxuriant dwellings and costly array silence the voice of conscience. To see fully the hold which the love of pomp has on the public mind, one must study for what the masses spend their money. The times are hard, churches are bankrupt, cities pay their employes in scrip, but the theatre and the dry-goods-house thrive. For amusements and the luxuries of life money appears to be abundant still, and real comforts of home-life, and leisure to enjoy the same are sacrificed to be in harmony with this common tendency. We are sometimes told that Americans live too fast, that they do not find time to enjoy themselves as the inhabitants of southern France and Italy, that there is such a rush for gain that no time is left for its enjoyment. This is easily understood when we consider how much it takes to live in accordance with the popular notion. Here the poor aim to imitate the rich, and the scholar does not emancipate himself from the common folly. But to get all these necessaries, as we deem them, compels us to work with nervous haste, and when the day is done, the exhausted business-man seeks recuperation in new excitements or stimulants, and we become a nervous, excitable people.

The same love of display, more or less refined, and sometimes growing grotesquely sensational, pervades also the professions. The average physician is always about to perform some wonderful operation. Scarce has the graduate left the lecture-hall before he begins to cast aside the teachings of his experienced professors as too old, and chases after some new, untried theory to immortalize himself. His teachers are behind the times, their experience is nothing, the new dazzles and makes an impression on the public. Mere graduates, who have done nothing more than study their text-books at college, assume the name of professor in institutions similar to the one from which they graduated. Thus titles become more and more meaningless, and we have institutions with high-sounding names that amount to nothing.

Even clergymen stoop to gratify the popular taste for sensation. A nervous, exhausted public craves amusement even from the pulpit. The most popular minister is he who presents startling ideas, generalizations of popular sciences dressed up in flowery array, sometimes to make the people laugh, or to make them weep with sympathy as they believe. It is true that these popular lectures encourage moral sleep, but the people demand immediate returns; they pay their minister, therefore they must be entertained and soothed. The reward of righteous living is too far distant, and requires too great sacrifices; something more popular must be substituted.

Also in education a hot-house system is deemed the one thing needful to meet the demands of the age. Originating with the people and school-boards, or the unrighteous ambition of principals, it is forced upon teachers and pupils. The nature of mind and the true good of the pupil is hardly taken into consideration; immediate and showy results are required. Just as the fond parent is anxious that his daughter shall learn to play one piece at least, or draw a picture, though it resembles a caricature, instead of mastering the elements of music and drawing and thus training ear and eye, so the present time requires brilliant results from the public school. A candidate for a vacancy is expected to know a little of everything. The curriculum of a suburban high school includes almost all the branches taught in an average college, and thus the candidate is questioned: Can you teach music? drawing? Latin? German? algebra? geometry? botany? physiology? all the common branches according to normal methods? Can you make yourself popular? Are you a good disciplinarian? You must be a worker in our church and help to get up tableaux for our church entertainments. We expect our teachers to attend church sociables, but they must also study much out of school hours, etc.

How, it is hard to tell, but the fact is, it suddenly became popular a few years ago to study some modern language, and an enterprising, migrating class of specialists arose, who utilized the fashionable faith. Knowing well that the popular language would only be made palatable to the undisciplined mind by holding out as an inducement that little work on the part of the learner was required, they advertised largely their new method of teaching French, German, or Italian, in a short time without the use of a grammar. Like meteors they came and went. It was wonderful how many began these studies and how soon they discontinued them. After the manner of young children, when the power of imitation is most active, they attempted to learn through the ear alone, but soon they were confused by the uncomfortable facts that words change position in different constructions and that they are subject to inflections. And here was the rub. The uncomfortable "why?" called for reasons or laws that govern these variations, or what we term grammar. And this could not be mastered in a few weeks, nor without *hard* work. It may be safely said, that of all those who have attempted such a fashionable study in this way, not more than one in a hundred has pursued it to an extent which yielded either pleasure or gain. But meanwhile new *ignes fatui* have appeared and are pursued as eagerly as these.

Let us see how this folly affects our schools. As the average boy leaves school at the age of fifteen, and the average young lady needs all the years following for the demands of society, care is taken to arrange the curriculum so that the desired studies are taken up within the given time. The common branches are disposed of as quickly as possible; for why should one who aspires to the subject of algebra fritter away much time with arithmetic? Or why should much time be wasted on so insignificant a study as physical geography when chemistry is before him? A showy curriculum is literally gone through with. By spending twelve weeks on physiology and taking forty pages a day in chemistry, this feat is accomplished. The graduate looks behind him with pride and pities the boy who is still studying grammar. He undertakes to earn a living, and then sad truths are disclosed.

The young gentleman and lady know a little of everything, but not enough to be of any use. The principles found in their old arithmetic they cannot apply to the needs of life for they never understood them. The people begin to think that perhaps, after all, education is needless waste of time and money, and clamor for reform. Have they not made money without book-learning? Were there not Washingtons and Lincolns who attended school but a few months? And are there not men and women who have spent years in study and yet cannot earn as much as a dealer in fancy articles or a railroad conductor? And now the people demand practical training, and, as all sciences crowded into a few years have failed to make ordinarily bright girls and boys efficient and capable of earning large salaries, a reaction sets in in favor of industrial training.

If the ends of education are the harmonious development of the moral and intellectual nature of the child, then success is obtained in proportion as this is accomplished. But as the finest productions of nature do not spring up like mushrooms in a single night, so the highest powers of the child can only develop slowly, and require much care and patient waiting on the part of the teacher. The true educator, is, therefore, willing to sacrifice present results, in a great measure, to future gains. He must often dispense with brilliant recitations and public applause for the sake of higher considerations. The knowledge which we impart is but a small fraction of the good which the school-room should yield. The chief aims should be: first the inculcation of right principles, and the development of character; second, the forming of correct habits of thought, and a love of order and accuracy.

Right principles are not instilled by set moral lectures; these often do more harm than good. The teacher imparts the most valuable lessons by the silent influence of the purity and integrity of his own character, and by calling the attention of his pupils incidentally to the simple principles which underlie right action. Above all, he should never appeal to the selfish ambition of the child. It is difficult to inspire some pupils with a love of excellence, but little acts of dishonesty committed for the purpose of raising these pupils' standing can be discouraged, as well as the petty jealousies too common in the school-room.

Correct habits of thought can not be formed by attempting too much. It is more valuable to the pupil to be able to add long columns of figures quickly and correctly than to go through half of his algebra without understanding its principles. It is better for the pupil in the primary room to be able to read simple lessons *alone*, than to commit a few to memory for the benefit of company. Correct habits can be formed only by patient drill. If sufficient time were given to the elementary branches in our schools so that the pupils would master their essential features and assimilate them, much time could be saved ultimately. Besides, the habits of thoroughness thus acquired would be useful to the pupil in all his undertakings in life.

Among the most valuable habits acquired in the school-room is that of continued occupation. It is the basis of future success, whatever may be undertaken. Whether your lot is to be the humblest or the most exalted, this habit

*Read before the Cook County (Ill.) Teachers' Association, April, 1879.

will prove beneficial. Talent or genius amounts to nothing without it. Teach the pupil to honor labor and to love it, and discipline and order in the school-room will be the result.

He who would achieve success in the highest sense of the term must put away selfish interests; he must often dispense with public approbation and often suffer unjust censure. But what are these sacrifices compared with the gain! To inspire young minds with a love of integrity and honest effort, and to help them to lead a healthful, intellectual life is certainly not secondary to any calling vouchsafed to man.

THE LONG VACATION—IS IT NOT QUITE TOO LONG?

Supt. T. W. CRISSEY, Flint, Mich.

MANY parents will answer the above question with an emphatic yes. Some, because they dread the long time for the children to be around "in the way," and many because they realize, to a greater or less extent, that the long cessation of school work is a positive injury to pupils, that good mental habits, fairly begun in school, but not firmly fixed, are forgotten and lost during the long season of inactivity. The summer vacation occupies about one-fifth of the entire year, being equal to one-fourth of the time given to school. We have become fully convinced that the extent to which pupils during this long interval forget what they had learned, and lose their habits of study, is really serious, and worthy of careful consideration.

When the schools of Flint closed on the 21st day of June last, there were 1,253 pupils belonging to the schools. Of these, a large proportion could attend school during a portion of the summer much more easily and conveniently than during the winter season.

Little children who had been in school but eight or ten weeks lost during the long summer nearly all they had acquired, and practically had to begin again. Others, except the oldest, lose more or less. Those who imagine that it is necessary to vacate the school-room during this long period, to escape the heat, may find it instructive to consider where the majority of the children are during the "heated term." Many of them will be found by the hour, playing and "racing about" under the broiling sun, and the question may well be asked whether the quiet and shade of the school-room would not be more conducive to their health and comfort during a portion of the day. The son of the Shunamite would probably not have died of sun-stroke had he been at school instead of in the field.

However, we would not abolish the vacation entirely. This we would recommend, and we believe it will meet the hearty approval of a large number of parents:

For the grades below the High School we would increase the school year to forty-four weeks, it now being forty weeks. This would leave eight weeks for vacations, two of which would come at Christmas; one, perhaps, about the first of April, and the remaining five or six weeks during the summer. Then we would be a little more liberal of *holidays*. Two days could be spared during the fair, and two at Thanksgiving time. Washington's Birthday and Decoration Day could be given as holidays, and an occasional half-holiday, or at least an occasional hour of release could be granted to some pupils as a special reward for faithfulness and excellence in school duties.

In this way, the long season of mental inactivity and relapse would be reduced about one-half, and needed respite and rest given, at intervals through the year. The amount of school work required to be accomplished should not be materially increased, if at all.

THE JUNE MAGAZINES.

ARTICLES FOR TEACHERS TO READ.

Lippincott's Magazine.

American Fiction. By M. G. Van Rensselaer.

Sunday Afternoon.

How Civilization Favors our Birds. By Ernest Ingersoll.

The Conflicts of Labor and Capital in England. By Ad. F. de Fontpertuis.

Republic and Church in France. By George M. Towle.

The Atlantic Monthly.

The People for whom Shakespeare Wrote. By Charles Dudley Warner.

Physical Future of the American People. By George M. Beard.

Scribner's Monthly,

Brazil II. By Herbert H. Smith.

The University of Berlin. By Hjalmar Hjorth Boyesen.

Some Aspects of Matthew Arnold's Poetry. By George S. Merriam.

Edison and His Inventions. I. By Edwin M. Fox.

North American Review.

The Education of Freedmen. By Harriet Beecher Stowe.

Sacred Books of the East. By Professor Max Mueller.

The International Review.

The Shakespeare Revival in London. By Julian Russell Sturgis.

Some of the Remedies for Socialism. By E. L. Godkin.

Appleton's Journal.

The Shakespearian Myth. Second Paper.—The Appeal to History. By Appleton Morgan.

The Literature of the Victorian Reign. First Survey. By Justin McCarthy.

The Popular Science Monthly.

The Condition of Women from a Zoölogical Point of View. I. By Prof. W. K. Brooks.

Selecting a First Meridian. By E. Cortambert. (Illustrated.)

The Study of Physics in the Secondary Schools. By John Trowbridge.

Modern Science in its Relation to Literature. By William Brackett.

REPORTS AND PAMPHLETS RECEIVED.

Report of the School Committee and Superintendent of Schools, of the Town of Milford, Mass., for the school year 1878—79. John W. Simonds, Superintendent of Schools.

Report of the School Committee of the Town of Quincy, for the school year 1878—79. Francis W. Parker, Superintendent.

State of Wisconsin. Report of the State Superintendent. 1878. William C. Whitford, State Supt.

Public Schools of Erie, Pa. Annual Report of the Superintendent for 1877—78. H. S. Jones, Superintendent.

Tennessee School Report, 1878, without Tables. Annual Report of the State Supt. of Public Schools, Aug. 31, 1878. Leon Trousdale, State Supt. Public Schools.

Moline Public Schools, Illinois. Sixth Annual Report of the Board of Education, for the year ending March 31, 1879. W. S. Mack, Superintendent, Moline, Ill.

Catalogue of the Ann Arbor Public Schools, for the Academic year 1878—79. W. S. Perry, Supt.

Massachusetts Institute of Technology. Fourteenth Annual Catalogue of the Officers and Students, with a Statement of the Courses of Instruction. 1878—79. Wm. B. Rogers, LL. D., President.

Peoria Public Schools. Revised Course of Study and Regulations. Peoria, Illinois, 1879. N. C. Dougherty, Supt.

Annual Report of the Board of Education of the State of Connecticut, presented to the General Assembly, January Session, 1879, together with the Annual Report of the Secretary of the Board, B. G. Northrop. A valuable educational document.

OFFICIAL DEPARTMENT.

IOWA.

1. Since the board of directors receive no pay for their services, if they subscribe for any paper containing the official rulings and decisions of this department to aid them in their work, we think they have the right to pay for the same from the contingent fund.

2. Section 1769, of the Code of 1873, was repealed by Chapter 57, of the Fifteenth General Assembly. Hence, the authority to collect a fee of one dollar as compensation for a private examination, has been abolished.

3. To authorize the issuing of bonds for any purpose, even to redeem outstanding bonds, a vote *of the electors* is necessary. Se secs. 1821, 1822, S. L. 1876.

4. The examination papers of applicants for certificates become a part of the records of the county superintendent's office, and cannot be removed. Such papers are open to inspection at reasonable times, for proper purposes, by the applicant, or by other parties, with the consent of the applicant.

5. In hearing appeal cases county superintendents have no judicial powers, hence they cannot determine the legal existence of a corporation, but may, on satisfactory evidence, recognize the *de facto* existence of such corporation.

C. W. VON COELLN,
Superintendent of Public Instruction.

DES MOINES, IOWA, May 20, 1879.

Practical Department.

While scratching for an idea, the following suggestive questions were submitted, some of which we shall attempt to answer hereafter; or we shall be glad to have our readers respond to any or all of them for the benefit of our Practical Department:

1. How shall we keep little children from tiring of their grade words before they have learned to distinguish the letters?

2. Is it humane to keep small children always busy and in good order?

3. If a teacher's opinion differs from that of higher authority should she follow the rule or her own better judgment?

4. How is it possible to have two recitations going on in the same room at the same time without interfering with each other?

5. What is the best method of conducting a recitation in arithmetic?

6. How can pupils be taught to listen attentively to what is said, and repeat the same correctly?

7. How to manage pets?

8. How to prevent copying?

9. How shall we teach the diacritical marks of all the letters?

10. Is it advisable to cram for an examination?

11. Which is the best way to prevent truancy?

12. What can be done to prevent truancy?

13. If a large girl refuses to obey, what is best to be done?

14. Is it advisable to require large scholars to keep their hands folded on the desk during recitation?

15. What is the best way to break up the practice of gum-chewing?

16. In teaching phonic analysis, is it better to choose words of certain vowel sounds in order, or to take words as they happen to occur?

17. How many times should a teacher speak to a child for the same offense before inflicting punishment of some description?

CHICAGO PUBLIC SCHOOLS.

Proposed Course of Study in Geography.

Grade I.—1. Name of City. 2. Name of State. 3. Name and Location of School. 4. Location of House. 5. Cardinal Points of Compass.

Grade II.—1. Review First Grade Work. 2. Name of Lake. 3. Name of River. 4. Name of Place of Nativity. 5. Direction from this place of all places named in Reading Lessons.

Grade III.—1. Shape of Earth. 2. Division of Earth's surface into Land and Water. 3. Names of Grand Divisions. 4. Names of Oceans. 5. Points of the Compass on Outline Maps of Hemispheres and Grand Divisions. 6. Point out this country, state, and city on Outline Map.

Grade IV.—1. Boundaries of Grand Divisions. 2. Boundaries of Oceans, by oceans and grand divisions. 3. Equator, Zones—coldest and hottest points of Earth. 4. Definitions of Natural divisions of land and water. 5. Location and brief description of Rocky Mountains, Alleghany Mts., and Cascade Range. 6. Name, location, and connection of each of the Great Lakes 7. Location, description, and principal use of St. Lawrence River, Merrimac, Hudson, Ohio, Missouri, Red, Mississippi, Columbia, Potomac, and Tennesee. 8. Location, connection, and use of Illinois and Michigan, Welland, and Erie Canals. 9. Name, capital, metropolis, and direction from Illinois, of each of the United States. Largest and smallest state. 10. Names and locations of 5 largest cities of the U. S. 11. Special geography of this state, (as found in text-book.) 12. Location of the following points, in connection with a study of the principal natural or manufacturing productions of the regions of which these points are centers: Chicago, Green Bay, Cleveland, Cincinnati, St. Louis, Minneapolis, New Orleans, Mobile, Pittsburgh, Buffalo, Syracuse, Saginaw, Titusville, Lowell, Denver, New Almaden, Virginia City, Galena, Marquette, Wilmington, (N. C.). 13. Boundary and direction from U. S., of remaining political divisions of North America. 14. Location and brief description of Yakon river, MacKenzie river, Red River of the North, Hudson Bay, Gulf of St. Lawrence, Bay of Fundy, Gulf of Mexico, Cuba, Yucatan, Gulf of California, and Alaska. 15. Location of, and things connected by Behring St., Davis St., Hudson St., St. of Belleisle, and Florida Straight. 16. Location and principal industry (as in 12) of Halifax, Montreal, Havana, Vera Cruz, and Sitka. 17. A free hand memory map showing approximately the position of the mountains and waters named in (5), (6), (7) and (8). 18. Free hand memory maps of the state in which we live, and of the United States, showing productions in (12.) 19. Text-book to be carefully read, to South America.

Grade V.—1. Location and brief description of Andes Mts., Alps, Scandinavian Mts., Carpathiau Mts., Appenines, Caucasus Mts., Pyrenes, Ural Mts., Altai Mts., Balkan Mts., Himalaya Mts., and Atlas Mountains. 2. Orinoco, Amazon, La Plata, Volga, Danube, Dwina, Rhine, Seine, Thames, Rhone, Yenesei, Yang-tse Kiang, Ganges, Euphrates, Nile, Congo, Niger, and Murray rivers. Location and brief description of each. 3. Location, capital, metropolis, and principal productions of Brazil, Argentine Republic, Peru, Great Britain, France, Germany, Austria, Russia, Sweden, Spain, Italy, China, Japan, India, Egypt, British Colonies of S. Africa, and Australia. 4. Names and location (as to grand divisions) of all the political divisions of Europe, Asia, Africa, N. America, and S. America. 5. Races of men, characteristics and location (as to grand divisions.) 6. Location of the following points, and study of the natural and manufactured productions of the regions of which these points are the centers: Bahia, Valparaiso, Montevideo, Potosi, Quito, Glasgow, Belfast, Liverpool, Birmingham, Dantzic, Hamburg, Leipsic, Amsterdam, Marseilles, Lisbon, Naples, Athens, Odessa, Constantinople, Canton, Tokio, Bombay, Smyrna, Jerusalem, Mocha, Tunis, Port Said, Sidney, and Melbourne. 7. Describe, omitting minor details, a voyage from New York to San Francisco, a voyage from London to Melbourne *via* Cape Horn, *via* Cape of Good Hope, *via* Port Said; a voyage from Chicago to Liverpool *via* River St. Lawrence, a voyage from San Francisco to Sidney, a voyage from Sidney to New York *via* Port Said. 8. Name and locate all capes, islands, seas, and lakes, found upon maps of grand divisions in text-book studied. 9. A free hand memory map of each of the grand divisions showing mountains, rivers, and races named in (1), (2), and (5). 10. A Mercator's map free hand from memory, showing grand divisions, the productions in (6), *and sufficiently developed to show the track of the voyages in* (7.)* 11. All remaining matter in text-book studied to be read carefully in class.

Grade VI.

A. Mathematical Geography.—1. Form of Earth with Proofs. 2. Division of Earth's Surface by Equator. Parallels of Latitude, Latitude, First Meridian, Meridians, Longitude. 3. Government Survey of Public Lands. Principal Meridian, Base Line, Ranges East, Ranges West, Townships North, Townships South. Application to Illinois.

B. Physical Geography.—1. Natural Divisions of land and water, Definitions of same as found in text-book. Illustrations of each. Climate, Circumstances modifying it, Latitude, Elevation, Proximity to bodies of water, Slopes of country, Position of Mountain chains, Prevailing winds, Ocean currents. 3. Plants and animals useful for food, clothing, or shelter. Coal, Petroleum, Gold, Silver, Mercury, Iron, Copper, Lead, Salt. Their distribution, abundance, locality, and uses in N. America. 4. Winds and Ocean currents affecting climate of N. America. 5. The extent, velocity, drainage, delta, direction, locality, and principal uses of the St. Lawrence, Merrimac, Mobile, Mississippi, and Chicago rivers. 6. The mountain and river systems of N. America. 7. Climate of N. America and circumstances which explain it.

C. Political Geography. 1. *Forms of Government.*—Absolute monarchy, limited monarcy, republic, colony. Define and illustrate. 2. *States of Society.*—Savage, civilized. Define and illustrate. 3. *Religion.*—Christian, Roman Catholic, Greek, and Protestant churches. Jewish, Mohammedan, Pagan. Define and illustrate. 4. *Branches of Industry.*—Agriculture, mining, fishing, manufacturing, commerce. Define and illustrate. 5. *Commercial Towns.*—Origin and growth, circumstances on which prosperity depends. Illustrate by five largest cities in the United States. 6. Political divisions of North America studied by following topics: *a.* Boundary, latitude, and longitude. *b.* Contour and relief forms. *c.* Bodies of water. *d.* Rivers, navigable, water power or manufacturing. *e.* Climate, productions, natural, manufactured. *f.* Area as compared with *Illinois.** *g.* Capital and chief towns. *h.* Curiosities, special peculiarities. *i.* Prevailing religion, language, history. *j.* State of education, location of principal colleges, national schools. 7. Study of United States by the following sections. *a.* New England States.

b. The Middle Atlantic States. *c.* The Southern States. *d.* The Central States. *e.* The Pacific States. *f.* The Territories. The study of each section to embrace the following topics: *a.* States included. *b.* Contour and relief forms. *c.* Animal, vegetable, and mineral productions. *d.* Manufactured productions, exports and imports. *e.* Distributing points. *f.* Means of communication, external and internal. *g.* Employments. *h.* Character of public schools. *i.* Names and locations of principal colleges, universities, and *normal schools.** 8. Special geography of this state as presented in text-book.

D. MISCELLANEOUS GENERALIZATIONS AND MAPS. 1. *Locate first five "principal meridians" from which government surveys have been made. Locate as to townships the five largest cities in this state. (Quincy, Peoria, Bloomington, Aurora, Galesburg.) 2. *Commerce of United States.*—Natural and artificial water routes that promote domestic and thereby foreign commerce. Locate four (actual or projec.ed) transcontinental routes westward from New York, Philadelphia, Baltimore, and Charleston. 3. All descriptive geography of text-book relating to N. America to be read in class; Illustrations studied and explained. 4. An outline memory map of the United States by parallels and meridians, showing productions named in 3. B. Sections in 7. C., and routes in 2. D. 5. *An outline memory map of North America by parallels and meridians showing its political divisions and its mountains and river systems.

GRADE VII.

A. MATHEMATICAL GEOGRAPHY.—1. Review 1 A., 6th grade. Add size of earth. 2. Review 2. A., 6th grade. Add axis of earth. 3. Daily revolution of earth, when and where days and nights are equal in length; when and where unequal. 4. Annual revolution of earth, the earth's orbit, the plane of the earth's orbit, inclination of earth's axis to plane of orbit. 5. Tropics—where located, why so located; polar circles—where located, why so located; zones, opposite seasons of different sides of equator. 6. Review 3. A., 6th grade.—Add method of numbering sections in Gov. township, locate school-house as to section.

B. PHYSICAL GEOGRAPHY.—1. Review 1. 2. B., 6th grade. 2. Plants and animals useful for food, clothing, or shelter. Gold, silver, mercury, iron, lead, tin, zinc, coal, copper, salt. Their distribution, abundance, locality, and uses in South America and Europe. 3. Winds and ocean currents affecting the climate of South America and Europe. 4. Extent, velocity, drainage, delta, direction, locality, and principal uses of Orinoco, La Plata, Amazon, Danube, Volga, Rhine, Rhone, Thames, Seine, and Tagus rivers. 5. The mountain and river systems of South America and Europe. 6. The coast line of South America and Europe, commercial facilities, names, and locations of principal indentations and the connecting straits. 7. Climate of South America and Europe and circumstances which explain it.

C. POLITICAL GEOGRAPHY.—1. Review 1., 2., 3., 4., C., 6th grade, giving South American or European illustrations. 2. Review 5. C., 6th grade, and illustrate by three largest cities of South America and seven largest cities of Europe. 3. Study political divisions of South America and Europe by substantially same topics as 6. C., 6th grade. 4. Special geography of Brazil and "Great Powers" of Europe as found in text-book.

D. MISCELLANEOUS GENERALIZATIONS AND MAPS.—1. All descriptive geography contained in text-book, relating to South America and Europe, to be read in class. Illustrations studied and explained. 2. Outline memory maps by parallels and meridians of South America and Europe, showing their mountain and river systems, the productions named in 2. B., the location of all cities having a population of 500,000 or upwards, *and the parallel of latitude of this place.** 3. A free-hand outline memory map of the Atlantic Ocean and its tributaries, showing location of 3 North American, 2 South American, and 5 European seaports, location and direction of its cold and warm currents and trade winds, and the location of its Sargasso seas.

GRADE VIII.

A. MATHEMATICAL GEOGRAPHY.—1 Review mathematical geography, of 6th and 7th grades. 2. Length of days and nights at equator, at tropics, at this place, at polar circles, at poles. 3. Change of seasons. Seasons of Torrid zone, seasons of Temperate zones, seasons of Frigid zones. 4. All special mathematical geography of text-book to be read in class and illustrations of same to be reproduced and explained by pupils. 5. Review 3. A., 6th grade and 6. A., 7th grade. Add government method of dividing sections, locate schoolhouse as to ¼ ¼ section.

B. PHYSICAL GEOGRAPHY.—1. Review 1. 2. B., 6th grade. 2. Plants, animals, and minerals useful for food, clothing, and shelter. Their distribution, abundance, locality, and uses in Asia, Africa, Australia, and the Oceanic islands of the globe. 3. Winds and ocean currents affecting the climate of Asia and Africa 4. Extent, velocity, drainage, delta, direction, locality, and principal uses of the Yang-tse-Kiang, Euphrates, Ganges, Nile, and Congo rivers. 5. Mountain and river system of Asia, Africa, and Australasia. 6. The coast line of Asia, Africa, and Australia. Commercial facilities. Names and locations of principal indentations, and connecting straits. 7. Climate of Asia, Africa, and Australia, and circumstances which explain it.

C. POLITICAL GEOGRAPHY.—1 Review 1., 2., 3., 4., 5. C., 6th grade, and illustrate by application of same to Asia, Africa, and Australasia. 2. Study political divisions of Asia, Africa, and Australasia by substantially the same topics as 6. C., 6th grade. 3. All descriptive geography relating to Asia, Africa, and Australasia to be read in class. Illustrations to be studied and explained.

D. MISCELLANEOUS GENERALIZATIONS AND MAPS.—1. All special mathematical, physical, and political geography in text-book used reviewed and illustrated. 2. Outline memory maps of Asia, Africa, and Australia by parallels and meridians, showing independent political divisions, mountain and river systems, productions in 2. B., and location of all cities of 500,000 and upwards. 3. Account for climates of torrid and temperate zones as stated in text-book. 4. Account for the rainless regions of the United States, Peru, North Africa, and Central Asia. 5. Account for the excessive rainfall east of the Andes and south of the Himalayas. 6. Account for the inundations of the Mississippi, Danube and Nile rivers. 7. A Macator's free-hand map from memory showing outlines of grand divisions, the mountain and river systems of each, location of all regular winds and currents studied, location of all cities of 1,000,000 inhabitants or upwards, and the productions and routes of travel found in 10, 5th grade.

COURSE OF PHYSIOLOGY.

FIRST GRADE.—Human Body. Names of visible parts. Five Senses and their uses. (Use of pocket handkerchief.)

SECOND GRADE.—Proper position of pupils while writing, studying, or reciting. Evil effects of improper positions.

THIRD GRADE.—Pure air. Necessity for good ventilation in sleeping rooms, sick rooms, etc. Evil effects of bad ventilation, causing headache, drowsiness, etc.

FOURTH GRADE.—Food. Moderation in eating and drinking. Necessity for thorough mastication. Food not to be eaten too hot or too cold. Adaptation of food to the season. Bathing—frequency; why necessary. Cleanliness of dress; change of clothing.

FIFTH GRADE.—Sleep. Regularity in hours of sleep; clothing at night changed; morning best time for study. Muscles, how weakened; how strengthened. Laws of Exercise.

SIXTH GRADE.—Digestion. Names, uses, and structure of organs; process of digestion; fluids that aid it. Dyspepsia—how caused, how remedied. Fourth grade reviewed, reasons given for rules for eating and drinking.

SEVENTH GRADE.—Circulation and Respiration. Names, uses, and structure of organs. Difference in flow of blood through arteries and veins. Difference in breathing and swallowing carbonic acid gas. Effect of compressing the lungs.

Review Third Grade.

EIGHTH GRADE.—Structure of the eye, habits injurious to it. Structure of spinal column and ribs. The spinal cord, nerves, brain. In review the evil effects of wearing tight clothing, sitting in a stooping posture, breathing impure air.

Note.—Physical Exercises continued through all the grades.

CORRECTION.

On page 262 of Number 117, read the Geometrical formula to find the sum of an infinite ascending series, viz.: $S=\frac{rl}{r-1}$. And on page 263

GENERAL FORMULA.

$$H=\tfrac{1}{4}\{T\sqrt{g}-\sqrt{a}\pm\sqrt{[T\sqrt{g}(T\sqrt{g}-6\sqrt{a})+a]}\}^2.$$

—A schoolboy being asked by his teacher how he should flog him, replied: "If you please, I should like to have it on the Italian system of penmanship—the heavy strokes upward and the downward ones light."

The WEEKLY comes to us none too often and is eagerly and *fully* read when it gets here. We keep it on file for teachers' inspection.—[Ginn & Heath, Publishers, Boston, Mass.

The WEEKLY is first class.—[A. G. Smith, Blooming Prairie, Minn.

Educational Intelligence.

CHICAGO, MAY 29, 1879.

THE STATES.

WISCONSIN.—Mr. W. M. Graham, son of Prof. Graham, of Oshkosh, has been elected editor-in-chief of the *Oberlin Review*, for the next college year.

Mr. Winslow, the superintendent of Marinette county, is making arrangements to hold the teachers' institute during the last week in August.

Prin. W. H. Richardson, of Milwaukee, publishes a long article in the *Cream City Courier*, on "The South as it was and is."

The College base-ball clubs are at it again.

The *State Journal* says there is some quiet talk at Ripon about closing the high school and sending the scholars to the College at the public charge for tuition. It would seem as though there ought to be such a community of interests between the citizens and the college management as would render such an arrangement satisfactory all around. Public and private school interests ought always to harmonize. No college is wholly a private institution.

Principal A. O. Wright, of the Fox Lake Academy, has been appointed Normal Regent in place of Hon. Wm. Starr, deceased. Prof. Wright is a thorough-going and experienced school man and will bring many useful and greatly desirable qualities to the performance of his duties. His appointment re-inforces the Board in exactly the right direction.

This is how it looks to an outsider who used to be 'one of us.' Prof. Reynolds, now of Northfield, Minn., knows the educational "lay-out" in the state eminently well:

"Any one who will carefully read the Report of the Superintendent of Public Instruction of the State of Wisconsin for the year ending December 31, 1878, will get a comprehensive view of the work being done in the state and by the state to educate the rising generation. He can but see the magnitude of the work and the vast responsibility of the gentleman placed at the head of this important department of the civil service. He will clearly see how important a thing it is that this office should be filled by a man of educational and professional experience, and abundantly furnished with literary and executive qualifications to discharge with promptness, energy, efficiency, and good judgment, the duties imposed upon him by the suffrages of the people. Judging from our observations, from long acquaintance, and from the reading of his Annual Report, the present incumbent of the State Superintendent's office seems to discharge the duties of his high office with fidelity, ability, and devotion to the educational interests of the state in all departments, and we would earnestly commend his annual report to the careful examination of all teachers, school officers, and every one who has a lively interest in seeing Wisconsin take a high stand among her sister states, not only in material wealth, but in moral, social, and intellectual culture."

The new Regents of the State University are Hon. G. H. Paul of Milwaukee, and L. B. Cole of Green Bay. Mr. Paul is an old member but we believe Mr. Cole is a new man.

Gen. Beadle, ex-Surveyor Gen. of Dakota, and now Supt. of Public Schools for that territory, spent a day last week in the Whitewater Normal School. He says he does not want to hear the word "University" in his territory for ten years to come, but wants *two normal schools* established at the earliest possible moment; one in the north and one in the south, so that when the territory is divided, each section will be supplied with what he considers the most useful and powerful educational force that any new community can possess.

The Sheboygan *Herald* says Miss Jennie L. Jones, who was at one time a valued teacher in the Sheboygan schools, has been obliged to give up school work at Eau Claire on account of ill-health.

Oshkosh is about to establish a Fifth Ward school at an expense of $10,500. Some one says,—"Up go the taxes in consequence,"—yes, but why not take account of the rise in the value of property on account of having an enlightened community consequent upon the presence of such an institution?

Supt. Chas. F. Ninman, of Watertown, has been reëlected. He is an old school teacher, holds a life State Certificate, and knows how to manage school affairs, and therefore is entitled to this expression of continued confidence.

The *Monroe Sentinel* is to have an educational column under the management of Supt. Richmond, who, by the way, is one of the liveliest members of the educational family of superintendents.

Ex-Prest. E. A. Charlton, of the Platteville Normal, has bought an interest in the *Brodhead Independent*, and is going into the fraternity of the "pencil and scissors." We hope "there's millions in it" for him, being sure that nothing better than he is can possibly come to him. We trust he will not cease to be a good teacher in becoming a good editor.

Teachers who have tried putting their desks in the rear of their rooms, thus forcing the boys and girls to sit without knowing whether or not they are watched, report the plan a good departure from the old method. Whenever pupils are old enough to work independently, they should be thrown on their own resources, and this is a good way to begin the lessons of self-restraint which are to be invaluable as long as they live.

It appears from an item in this department last week that I. N. Stewart is principal of the high school at Ripon. This was the result of carelessness all around. It is generally known that Mr. Stewart is at work at Berlin, where his earnest labors have greatly strengthened the higher department of the public school.

ILLINOIS.—The next regular monthly meeting of the Kankakee county teachers' association will be held at Grant Park, June 21.

LaSalle county institute will be held at Ottawa, commencing July 14, and continuing three weeks. Co. Supt. Williams will be assisted by Supt. Joseph Carter, of Peru, and Prin. H. L. Boltwood, of Ottawa Township High School.

The legislative appropriation for the State University for the next two years is $24,000; for the Normal University at Normal, $16,000.

The teachers' training school and school of individual instruction, established by Prof. E. L. Wells, at Oregon, will remain open all the summer vacation, which will be an accommodation to many who wish to avail themselves of the instruction of so experienced an educator, and can do so only during vacation.

The Summer school at the State University—Sciences and Languages—will open June 30, and continue six weeks. For particulars address J. D Crawford, Champaign,

The tenth annual session of the Champaign County Normal will commence in Champaign, August 11, and continue two weeks. It will be "normal," not "academic." Address Mrs. C. E. Larned, County Supt., Champaign.

Commencement week at Illinois Industrial University will be as follows: June 8, 3 p. m.,—Baccalaureate Address; June 9, 2 p. m.—Class Day Exercises; June 10, 2 p. m.—Alumni Meeting; June 10, 4 p. m.—Competitive Drill for Banner; June 10, 8 p. m.—Address before Literary Societies; June 11, 8 a. m.—Battalion Drill; June 11, 9½ a. m.—Commencement Exercises. Next College year begins Sept. 16, 1879.

A District Normal Institute and Drill, for the benefit of the teachers of Marion, Clinton, Washington, and Jefferson counties, will be opened at the high school building in Centralia, Monday, June 9, to continue four weeks. Particular attention will be given to methods of instruction in the branches required by the School Law, and to school management. To be conducted by Charles L. Howard, and J. B. Abbott, Supt. Marion Co.

The prospectus of the Preparatory, Normal, and Primary Departments of Lake Forest University announces the opening of the fall term Sept. 10. Prof. L. R. F. Griffin is principal of the Preparatory and Primary, and Prof. A. R. Sabin of the Normal. The aim of the Normal Department is to train teachers for the public schools. Prof. Sabin is to occupy the chair of Latin in the College, and at the same time perform the duties of county superintendent, (as far as permitted by the supervisors). An enterprise worthy of patronage has been undertaken by Profs. Griffin and Schmitz, which is designed to furnish all who desire it a thoroughly practical course of instruction in physics, chemistry, and modern languages. This course will open July 7. Application should be made before July 1, to either Prof. Griffin or Prof. Schmitz.

A normal institute is announced to open at Newman, July 7, and continue eight weeks—to be conducted by T. C. Clendenen, of Newman, and F. A. E. Starr, of Carmargo.

Profs. Cook and Stevens, of Morris, also announce a summer school of sci-

ence, to be held at their institution, commencing July 15, and continuing three weeks.

J. B. Ward has been elected superintendent of the Du Quoin public schools for the next year. He will be assisted in his institute this summer by Mr. J. K. Cochran, of Old Town Seminary, and to some extent by the veteran B. G. Roots.

IOWA.—Supt. George S. Wedgwood, of Atlantic, has left pedagogics for "the law." His shingle is already out at Atlantic.

The Clinton county Normal Institute will convene in Lyons, July 14, and continue in session three weeks. Supt. Wilcox has issued a sound address to the teachers of the county.

The average daily attendance of the Clinton schools last month was 1,336. There were only 88 tardinesses.

Prof. Henry Sabin has been reëlected city superintendent of the Clinton schools.

Prof. Booth, of Chicago, is drilling the law and academic students of the University in elocution.

Council Bluffs has selected her teachers for ensuing year. Mr. A. E. Clarenden is superintendent.

Another Richmond is in the field. The Davis County *Republican* presents the name of Gilbert L. Pinkham, late of the University faculty, in connection with the Republican nomination for Superintendent of Public Instruction.

The Democrats in their Convention last week nominated Irwin Baker, of Warren county, for Superintendent of Public Instruction.

At the inter-high school contest at Waterloo, Friday, May 16, prizes were awarded as follows: For the declamation, gold medal, James Reed, Cedar Rapids; silver medal, Clarence Coast, Iowa City. For the recitation, gold medal, Nellie Wilkins, Independence; silver medal, Nellie Bird, Cedar Rapids. The next meeting will be held at Iowa City the third Friday in May, 1880.

Prof. J. C. Gilchrist, of the State Normal School, visited five of the normal schools of the West a short time ago, and on his return told his students what he saw and heard. The Kirksville, Mo., school is ably conducted and has the best library seen during the trip. About 240 pupils are in attendance. At Normal, Ill., is the Normal University, with an attendance of 244 students. The museum is a prominent feature. The faculty is able and scholarly. Cook County Normal is at Englewood, Ill., and has an attendance of 125 students. This school, like our own, has a boarding department. The State Normal building at Oshkosh is a model structure. There are 70 students in the preparatory department and 230 in the normal department. The school is well conducted and great care is manifested in all movements and evolutions. The Winona, Minn., Normal school building is a grand one. The attendance this year is not large. A fine library and zoölogical cabinet are great aids to students. Prof. G. thinks Iowa is not behind her sister states in normal work. We lack, however, the advantages of buildings and cabinets.

The *Students' Offering* for May is a very good number.

The catalogue of the State University for 1878-9 is just out. The total number of students in attendance for the current year is 561.

The University libraries contain about 15,000 volumes. There is a catalog of authors and titles, and a concordance of subjects. Forty-five newspapers and periodicals are received.

Mr. J. J. McConnell, a graduate of the University and for the past year principal of the Oskaloosa high school, has been chosen superintendent of the Atlantic schools for the coming year.

The weekly edition of the Iowa City *Press* of week before last is something worth having. It contains a splendid description of the Inter-State oratorical contest, a verbatim report of the orations, the markings of the judges, and the controversy over the marking. This paper will be greatly prized by the colleges of the whole country.

At the Waterloo Inter-high school contest a constitution was adopted and officers elected for the coming year. President, C. P. Rogers, Marshalltown; Vice President, Miss V. L. Scott, Waterloo; Secretary, Wm. Elden, Independence; Ex-Committee, J. K. McNaughton, Cedar Falls, R. S. Bingham, Marengo, and O. H. Brainard, Iowa City.

The following high schools were represented at the Waterloo contest: Iowa City, Lyons, Monticello, Independence, La Porte, Marengo, Marshalltown, East Waterloo, West Waterloo, Cedar Falls, and Cedar Rapids. State Superintendent von Coelln presided.

NEBRASKA.—Prof. Cohn's School of Languages in Omaha opened with goodly numbers Monday, May 12, and has been gradually increasing both in numbers and interest. Some of the best people of the city are members, and all are enthusiastic over the methods and results already achieved. Classes meet daily and evening classes are held for the accommodation of business people and public school teachers. An afternoon class has also been opened in Council Bluffs. The school at Grinnell, Ia., promises to be largely attended.

MICHIGAN.—Mr. D. R. Hall, for three years principal of the schools at Escanaba, leaves at the close of this term to go into business; and an uncle of Mr. J. W. Pinch, director of the school board, takes his place.

The Niles High School graduates 19 this year.

The alumni and alumnae of Kalamazoo College are arranging for a reunion to be held during commencement week.

The Howell Reform Club has been reorganized, and now includes in its discussions temperance and the various topics falling under the general head of "social science." Its meetings are held once a week and much interest is being manifested in the work. At the meeting of May 19 the Club was addressed by the editor of this department on the subject of "Teachers and school work."

Supt. Wm. H. Payne, of the Adrian schools, has published in large pamphlet form of 65 pages a syllabus of a course of twenty-two lectures on the "Science and Art of Teaching." The basis of the Syllabus is lecture notes employed in giving instruction to a class of teachers in the Normal Department of Adrian College, during the fall term of 1878. It is divided into three series: (1.) ten lectures on the Science of Teaching, (2.) ten lectures on the Art of Teaching, (3.) ten lectures on (a) Contrasts between the Old Education and the New, (b) Criticism of Principles.

For those who wish to study the philosophy of teaching, this Syllabus will prove an invaluable basis for thought and study.

MINNESOTA.—The over crowded condition of our news columns last week compelled the omission of many Minnesota items.

At the regular annual meeting of the Regents of the Normal schools May 20, Principal Morey, of Winona, declined a reëlection, and his position was left vacant. Prof. Morey will enter the profession of law.

Prof. G. M. Hyde, for several years connected with the Minneapolis Commercial College, becomes professor of music, penmanship, and book-keeping in the St. Cloud Normal School.

J. K. Davis has been reëngaged as superintendent of the city schools of Rochester at a salary of $1,200. Fourteen teachers are also engaged for the next year at the same salaries that have been paid during the past year.

A Minnesota exchange says "A young Whaley got whaled at school at Zumbrota Falls, and the school-marm was fined $48.11 for it. The case is to be appealed to the district court."

KANSAS.—Supt. Wells called a meeting of all school officers in Nemaha county at Seneca, May 21, to advise in the matter of the adoption of a uniform series of text-books for use in the schools of Nemaha county.

There are six candidates for graduation in the Emporia high school, June 13.

State Supt. Lemmon has issued a circular to school district officers fully explaining their duties respecting the new text-book law, and recommending certain books for use in the schools.

We are every week looking for those news items promised by several of our Kansas friends for publication in this department.

WASHINGTON TERRITORY.—Judge Burke, of Seattle, recently entertained the normal class and other pupils of the University by a lecture on School Law. Following his exposition, in reply to wtitten questions, he gave an interesting talk on the general subject. The integrity of the school system must be maintained notwithstanding the hue and cry against high taxes; and the high school must be kept in good repute as the crowning point to all the public system.

Prof. Burnell, of Seattle University, recently delivered an address at the Congregational church upon "The Education of the Negro."

PENNSYLVANIA.—The International Exhibition was formally opened May 10, in Philadelphia. An extended address was delivered by Commissioner John Eaton, who was followed by State Supt. J. P. Wickersham, Prof. Cope, and Col. Forney.

OHIO.—The Lodi Academy, situated in Medina county, has been discontinued. The building is to be used for a graded school. Mr. S. Thomas, of Worthington, has been elected principal.

CORRESPONDENCE.

MODERN "METHODS" IN PUBLIC SCHOOLS.

To the Editors of the Weekly:

The visiting committee to the La Crosse high school, at the recent public examination, made a remarkable discovery, and they are frank enough to make a candid avowal of it.

The discovery was that improved methods of instruction are in use in that school. Their acknowldgement of the fact is very cheering, while so many are insisting that the present methods used in our schools are so far inferior to those followed in bygone years. I would, however, remind the committee that these improved methods with which they were so highly gratified, have been employed in the Northwest for the last twenty years or more, and are by no means the monopoly of the city of LaCrosse. The traditional teacher so truthfully and so eloquently described in their Report has not been known in America in the last fifty years, and never was known in Wisconsin. It is well to be charitable toward the traditional teacher. The methods in vogue to-day *may* excite a smile in those that follow us. The traditional teacher sent out from under his instruction those who became eminent in their several departments of labor, who became known to fame, who served their day and generation with remarkable fidelity, and who were the standard bearers of truth and civilization in the darkness of our country's history. The catalogue of illustrious names is too long to be here recited, and the traditional teacher who fitted them for their high mission is entitled to, and shall receive, my homage.

The comments of the committee upon the instruction were, in general, quite proper, but might lead some to infer that the LaCrosse high school is using *the* best methods. There is danger of exciting envy in other schools. It is to be remembered that there may be a difference of opinion among men as to what constitutes the best methods, or even good methods, nor did the committee give a very clear view of the methods of teaching employed, but but rather indicated the method of examination.

A method of examination should be quite different from a method of teaching. The work of the school may divide itself into teaching, guiding, encouraging, and examining. There may be various methods of teaching, according to the aim we have in view, also various methods of guiding and encouraging, and still other methods of examining, in order to test the teacher's work, and to determine whether the pupils have acquired sufficient knowledge of the subject in hand, and sufficient mental power to enter upon new and untried work. I take it that the committee saw certain methods of examining, were favorably impr essed with them, and took them, through mistake, to be methods of teaching. If, however, the committee did, on examination day, see the methods of teaching in full operation, it may be a very grave question whether the teachers were pursuing the true order of their work.

I have already said that men may differ in opinions as to what constitutes good methods. If, however, a teacher is so impressing his pupils with his own individuality and enthusiasm as to lead them to a healthy ambition to excel in their work, and they are thereby roused to energetic effort and persevering self-activity, such teacher, no doubt, has good methods, and he will end out into the world men and women well educated, because self-educated, and no one *is* well educated who is *not* self-educated; and such teacher will be to his pupils not simply a task-master, but a guide and a friend. If the teachers in the LaCrosse high school do thus rouse their pupils to a desire for excellence and a discontent with present attainments, and do so appeal to all that is manly and dignified in their human nature, that they press forward with settled resolution to higher acquirements in knowledge, in virtue, and in everything that makes one a perfect man, then those teachers are using good methods of instruction, no matter what methods other schools may use. These methods of which we read and hear so much are of little worth, unless they are vitalized by the spiritual force of a living guide.

We have a right to infer that Dr. Arnold used *good* methods, for he sent out into every department of England's civil, military, and ecclesiastical service some of the choicest men who have adorned her annals. They were imbued by his conscious as well as unconscious tuition, with love of country, devotion to constitutional liberty, and loyalty to truth and Christian principle.

"We learn, not for the school, but for life," for all its high endeavors, for all its grand and eternal possibilities, and for that tribunal before which all teachers must yet appear to listen to the recorded proofs of the good or bad results of the methods used in the discharge of daily duties. It will avail us little then whether we used this or that particular way of doing our work, but the important question will be, with what spirit we were animated and by what motive we discharged the sacred trust committed to us. Then a good conscience will be paramount to *all* methods yet devised.

B. M. REYNOLDS.

NORTHFIELD, MINN., May 3, 1879.

THE STUDY OF WORDS, APPLIED TO BOTH THE FRENCH AND ENGLISH LANGUAGES.

To the Editors of the Weekly:

S. certainly deserves the most hearty thanks of every *teacher of languages*, for having called the attention of the numerous readers of the WEEKLY to the importance of the "Study of Words." Not only is the study of Etymology helpful to the student of English; but the same can easily be extended to the modern languages. For instance, the "Relation of English to French" and the "Formation of Words in the French Language" may be made an easy task, and a most profitable one too, without extending the time devoted to the study of the French language in our schools and colleges.

We will suppose that the scholar comes across the French verb *sentir*. His dictionary informs him that the English verb is *to scent, to feel, to smell.* If he has been accustomed to deal etymologically with English words, the following will suggest themselves to his mind:

First Category.—Scent, scented, scenting, scentful, scentless.

The noun *scent* corresponds to "scen*tor*" (old English form), hence the French corresponding form *senteur, or*, in English, being equivalent to *eur* in French. *Scented* is the past participle form, hence the French corresponding participial form *senti*,—the verb being of the second conjugation. *Scenting* is the present participle form, hence the French *sentant*,—*ing* being equivalent to *ant* in French. *Scentful, i. e.*, "full of scent," hence the French *plein de senteur*,—the English suffix *ful* having no equivalent in French. *Scentless, i. e.*, "without scent," hence in French, *sans senteur*,—the suffix *less* also lacking in French.

2. From "to scent" we derive a second category of words. I would like to analyse all the words given hereafter; but not aiming at anything more than a broad outline of this important subject, I will merely give a list of the English and French words related to the English "to scent." I would say, *en passant*, that the study of the "Relation of English to French," and the "Word-Formation in the French Language," *is the only* way to acquire an extensive vocabulary, and that this study can be reduced to a few *general rules*, even when English Etymology has not received special attention.

We do not give any rule in connection with these words; but merely indicate the "Relation" and "Word-Formation." See some of the explanations given for the first category of words related to the English "to scent."

	ENGLISH.	FRENCH.
1.	sense,	sens, nouns formed from the root of verbs.
2.	sensa*tion*,	sensation, nouns in *ion* or *tion*.
3.	sense*less, i. e.*, without sense,	sans sense, nonsense, insensé.
4.	Senseless*ly, i. e.*, in a senseless manner:	d'une manière insensé,
5.	senseless*ness, i. e.*, without sense,	non-sense, (absurdité).
6.	sensibil*ity*,	sensibilité, nouns in *ité*.
7.	sens*ible*,	sensible, nouns or adj. in *ible*.
8.	sensible*ness*,	sensibilité, (sagesse) see 5.
9.	sensib*ly*,	sensiblement, adv. formed from adj. by adding *ment*.
10.	sensifi*c*,	sensifique, adj. in *ique*.
11.	sensiti*ve*,	sensitive, adj. in *ive*.
11.	sensitive*ness*,	sensibilité, see Nos. 5 and 8.
12.	senori*al*,	sensorial, adj. and nouns in *al*.
13.	sens*ory*,	sensoire, adj. and nouns in *oire*.
14.	sensu*al*,	sensuel, adj. in *al* or *el*, see 12.
15.	sensual*ism*,	sensualisme, nouns in *isme*.
16.	sensual*ist*,	sensualiste, nouns in *iste*.
17.	sensuali*ty*,	sensualité, nouns in *ité*, see 6.
18.	sensual*ness*,	sensualité, see 8 and 11.
19.	sensualiz*ation*,	sensualisation, nouns in *tion*, see 2.
20.	sensualiz*e*,	sensualiser, verbs in *iser*.
21.	sensualiz*ed*,	sensualisé, p. p. in *é*, 1st conj.
22.	sensualiz*ing*,	sensualisant, p. p. of verbs.
23.	sensual*ly*,	sensuellement, adv. form *ment*, to fem. of adj. see 9.
24.	sensu*ous*,	sensueux, adj. in *eux*.
35.	sent*ient*,	from French partciple form sentant.
26.	sentient*ly*,	adverb formed from adj., see 4, 23.
27.	sentim*ent*,	sentiment, nouns in *ment*.
28.	sentimen*tal*,	sentimental, adj. in *al*, see 12, 14.
29.	sentimentalis*m*,	sentimentalisme, nouns in *isme*, see 15.
20.	sentimentalis*t*,	sentimentaliste, nouns in *iste*, see 16.
31.	sentimentali*ty*,	sentimentalité, nouns in *ité*, 6 and 17
32.	sentimentaliz*e*,	sentimentaliser, verbs in *iser*, see 20.
33.	sentimentall*y*,	sentimentale*ment*, adv. in *ment* from fem. of adj., see 9, 23, 26.
34.	sentin*el*	sentinel, nouns and adj. in *al*, 12, 28.

Add the five words of the first category, total 39 words acquired *from one single English word.*

If we now consider the compound words formed from "to scent" by means of prefixes, *i. e.*, the verbs "to consent" "to present," and "to resent," and all the words related to the same, we have a grand total of 52 words formed from one single word.

If we consider that there are over *nine thousand* words in the English language either derived from, or closely resembling the French corresponding words; and if we further consider that the "Word-formation in the French Language" is so very simple that a child can understand it and apply it; still further, if we consider the fact that most of the words *needed to speak or read French* can thus be obtained *without any mechanical memorizing*, will not this phase of the study of the modern languages,—for the same can be done with the German,—be considered a useful and most profitable one? Let *ten* recitations be given to the "Relation of English to French" and to the "Formation of Words in the French Language," and I will prophesy that reading and speaking the language will then become an *easy task*.

ALFRED HENNEQUIN.

UNIVERSITY OF MICHIGAN, May 9, 1879.

COMPULSORY EDUCATION—HOW FAR?

To the Editors of the Weekly:

Thanks for your editorial paragraph of May 15 on compulsory education, and agreement as to what should be studied in public schools. It is cheering to see that what is absolutely necessary in order to the success of any compulsory law is beginning to be clearly seen and stated by the best friends of education. Long ago in your columns, and elsewhere, I made the very point you make; showing that compulsory education could not be extended to high schools, in the nature of things, and never could be carried through in common schools if they were overloaded at the top with studies, in number and kind, which it is simply impossible to compel the children of all the people to pursue, and which are not parts of "a necessary education for citizenship," if it were possible. As this discussion goes on, and parents come more and more to separate what is practical from what is merely theoretical and over-ambitious, it will be seen by all what sort of a compulsory law the people want and will sustain. The *New England Journal* hopes that "the siege of the schools by visionaries and high-toned impracticables who are laboring to change the people's common school to a university for trying all sorts of experiments" may be raised. It is to be devoutly desired! And some common sense limit and legitimate range of all public education it is indispensable to find, which will settle the long distracted public mind, so that what can be equitably given the children of the people, and what they can justly in a republic be required to receive, may be seen without confusion or vagueness by all concerned.

Yours,

GEO. F. MAGOUN.

IOWA COLLEGE, May 19, 1879.

ANSWERS TO EXAMINATION QUESTIONS.

The following are literal copies of answers given by candidates for certificates at a teacher's examination in Minnesota. They might be continued *ad infinitum*, but enough are given to show that, in one sense, a little learning is a dangerous thing.

GRAMMAR.—Etymology treats of elementary sounds. Etymology treats of pronunciation. Syntax treats of the correctness of words in sentences and letters in words. Nouns is used to modify nouns. Sentence is a word so formed as to contain a subject and a predicate.

Declension is changing a noun to a pronoun.

HISTORY.—Franklin drew lightning from the clouds and put it in a vial. Benjamin Franklin was one of the U. S. presidents. Franklin was a emanent statesman. Franklin was a noted divine, he was minister to France. Rough and Ready is a term applied to soldiers from a certain state. Rough and Ready means Ready and able to do anything required. Rough and ready means ready at any time. Secession means that they were fighting. Secession means admitting states into the Union.

Boston massacre was a bloody affair fought under general Mcdoul. Paul Jones prayed on English c m nerse. Robert Morris was the inventor of steam. Robert Morris perfected the art of telegraphing. The term Know-Nothing means do not wish to know the laws of the country and will do just as we please. Nullification was the act of restoring the U. S. bank. Hamilton was the hero of Tippecanoe.

GEOGRAPHY.—St. Elias is the highest mounain in the world. Sebastopol is in the western part of England. Poles are the ends of the earth's surface. Minnesota is about ⅓ as large as England and ¼ as large as New York. Minn. is 6 times as large as England and ½ as large as New York. Minn. is ahout 3 times as large as New England, the same with New York. New York is about 1-10 larger than Minn. Orbit is a point over our heads. Axis is what the earth revolves on. Degree is a geographical distance between places. Zone is that part of the earth which determines the weather, they are 10 in number. The cause of the changes of seasons is the wabling motion of the earth. Minnesota is hilly and laky.

ARITHMETIC.—Analysis is to analyze a sum. A fraction is the simplest form of a unit. Square root of a number is the 4 equal sides of that number. Square root is getting the square of a number. Multiplication is the process of multiplying one number by another, to see how many times one was contained in the other. The greatest common multiple of 30 and 42 is 75 divided by 147.

DAVID KIRK.

JACKSON, MINN., May 5, 1879.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

[*Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers.*

Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

BAIN, Alex., L. L. D, Education as a science. N. Y., *Appleton*, 1879. 27-453 p. 12mo. (International scientific ser., no. 35.) cl., 1.75

Author, Prof. of Logic in Univ. of Aberdeen, Survey of the teaching art from a scientific point of view; opens with account of the intellect and emotions in their bearings on education, and precise meanings of the terms and phrases used in the discussions; considers the worth of the various subjects included in the usual routine of instruction; methods of teaching; everything relating to the mother tongue; the value of Latin and Greek at the present day; moral education; art education, etc.

BARDEEN, C W. Roderick Hume: the story of a New York teacher. Syracuse, Y., *Davis, Bardeen & Co.*, 1878. 8-5-295 p. 16mo. cl., 1.25

The life and actual experience of a young school-teacher, from his first application for a position, with its attendant difficulties, his work in various kinds of schools, his perplexities with lady teachers and school directors, etc., etc. Full of valuable information regarding teachers' duties, certain phases of the modern union school, etc.

CHAMBERS' mathematical tables; ed. by Ja. Pryde. N. Y., *R. Worthington*, 1879. 12°. cl. 1.75

HOOD, C: Practical treatise on warming buildings by hot water, steam and hot air ventilation, and the various methods of distributing artificial heat, and their effects on animal and vegetable physiology; [also] an inquiry into the laws of radiant and conducted heat, chemical constitution of coal and combustion of smoke, *5th ed., enl.* N. Y., *E. & F. N. Spon*, 1879. 462 p. il. 8°. cl. 4.25.

LAWRENCE, Eugene. English literature primers; modern period. N. Y., *Harper*, 1879. 6-133 p. 32 mo. (Harper's half-hour ser , no. 59.) pap., 25

Relating to the modern period of English Literature; brief facts about the works of writers; under "New poets" Cowper, Burns, Crabbe, Darwin, etc , are noticed; "Lake poets" includes Coledridge, Wordsworth, Southey, Scott, Landor, Campbell, Byron, Moore, etc.; "Novelists," Scott, Bnlwer, Disraeli, Dickens, Thackeray, etc.; "Lectures," Carlyle; "Historians," Carlyle, Buckle, Macaulay, Dickens. Index.

MORRIS, R: Elementary lessons in Historical English grammar, cont. accidence and word formation. N. Y., Appleton, 1879. 254 p. 12°. cl., $1.00

McBRIDE, H. Elliot. Comic speeches and recitations; desigded for schools, and literary and social circles. N. Y., *Happy Hours Co.*, (1879.) 184 p. 16 mo. paper, .30

31 in number—all original. Contents in part: A burst of indignation; Disco'se by a colored man; A trumpet sarmon; Hezekiah's proposal; About the Billikinses; Betsy and I are out once more; A stump speech; About Katarine; Deborah Doolittle's speech on women's rights; Zacariah Popp's courtship and marriage; A colored man's disco'se on different subjects; Peter Peabody's stump speech, etc. etc.

VICKROY, T. R. A fonetic furst redur; printed in the alfabet and speling ov the Speling Reform Asoshieshun. Cinc. *VanAntwerp, Bragg & Co.*, 1879. 48 p. 16 mo. bds. 12

Noteworthy as the first text book printed in this style.

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—Another Summer School of Drawing is announced in our columns this week. Anything advertised to be given at the Chicago Athenæum may safely be relied upon as worthy of patronage. Attendance upon this school will afford an opportunity to combine one or two other advantages which are never lacking in a city like Chicago, especially for the teacher who spends most of his year far away from such a metropolis.

—Messrs. J. H. Butler & Co. announce a new set of *Reading Charts* to be ready next month. Being prepared for use by either "method", the word, phonic, or a-b-c, and being only five dollars a set, it is very likely they will be found to be just the thing needed. Other sets are mostly either too high-priced or too *peculiar*. Teachers will look for this with interest.

—W. J. Holland, of Springfield, Mass., again calls for agents from the higher grade of teachers. The work they offer is more responsible than that usually given to agents, and teachers competent to answer their requirements will do well to respond promptly.

—The Summer term of the National School of Elocution and Oratory opens July 7. This institution has too many representatives among our readers to need any commendation from us. Its history is its best testimonial. See advertisement.

—The wholesale or introduction prices of Wedgwood's *Topical Analysis* and Soldan's *Grube Method* have been materially reduced—the former to $3.60 per dozen, or $25 per hundred, and the latter to $2.16 per dozen. The mailing price of each remains the same.

A county superintendent in Wisconsin, sending us a club of subscribers for the Wisconsin Edition of the WEEKLY, says: "I have received the WEEKLY right along ever since it was established, and like it very much. I am more than willing to aid all that I can in extending its circulation."

A county superintendent in Illinois writes this week: "The more I see of your EDUCATIONAL WEEKLY *the better I like it*, and I only wish that every teacher of ——— county was sufficiently remunerated for his work in the school-room to afford such helps as your excellent paper.

The *New England Journal of Education* has this to say of Wedgwood's *Topical Analysis*:

"The subjects are systematically outlined and especially useful in county institutes. It covers the subjects of geography, arithmetic, physiology, grammar, history, and penmanship. It will be useful for any teacher."